Albany Academy Improvement Plan 2024-2025

Raedwald Trust

connection   learning without exception   resilience   respect

Priority 1: Delivering High Quality & Inclusive Education (*Raedwald Trust creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEN, so that they can achieve their full potential*).

AFD	Area for Development	KPIs	Actions	Evaluation RAG		
				Term 1	Term 2	Term 3
1.1 1.2	Curriculum: We will interrogate all curriculum offers provided to children, acting on identified areas for improvement & Student outcomes; We will focus on the impact our curriculum has on learners, clearly identify why it is high quality and how it is inclusive	A systemic review of the design and implementation of the new* Springboard Pathway demonstrates that this is an ambitious, broad, well-sequenced and knowledge-rich curricula that impacts positively on pupil progress. - Pupils make progress from their starting point - Induction and assessment are used effectively to ensure that lessons are adapted and scaffolded based on individual pupil need, and interventions selected provide exceptional learning for all pupils - This will be accomplished through the following actions:	- All students are provided a rich and varied curriculum. It is broad in scope and balanced with proportionality to promote academic and personal growth and understanding. - Well sequenced lessons - Schedule Greenfields curriculum Review - Set a robust quality assurance cycle of book reviews, learning walks and observations to ascertain the impact the curriculum sequence and teaching has on learning - Internal scrutiny of pupil progress through assessment trackers and pupil review through Teaching and Learning Meetings - Analysis of interventions used through the regular scrutiny of the SEND tracker - CPD and teaching and learning is informed by the QA cycle findings - Staff SEND CPD following audit conducted by LB/external agency. - Teaching & Learning CPD for all staff as arranged by AJ on fundamental lesson requirements supporting all students. - Staff effectively use their PPA time to track pupil progress, plan short and medium term lesson contents adjusted for individuals in cohort.			
1.5	Enrichment: We will implement a programme of strong personal development that ensures all	All children can take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development.	- We shall seek opportunities for students to access experiences outside of the school boundary such as physical			

children experience the wider world	- Students' personal development is supported, through RE and Citizenship to ensure they are prepared for, and understand, multicultural life in Britain - Pupil voice is collected and celebrated, and is used to shape our school and practices	education at local providers, cultural visits such as historic sites (abbey gardens Bury St Edmunds) and modern art (the knife angel, Haverhill) - RE and Citizenship provide opportunities to interact with wider world - SEMH sessions are targeted to providing pupils with opportunities to engage with the wider world - Careers guidance from external providers in conjunction with a range post 16 education establishments that match our students ambitions and needs.			

Priority 2: Securing School Improvement *(Raedwald Trust creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action).*						
AFD	**Area for Development**	**KPIs**	**Actions**	**Evaluation RAG**		
				Term 1	**Term 2**	**Term 3**
2.1	School improvement model: AIPs, Appraisals and CPD is fully aligned to trust wide ambitions ensuring all parts of the organisation are pulling in the same direction. We will use our Rapid Action Planning protocols to intervene collectively where standards fall short of expectations.	Clearly defined and effective strategies improve and maintain the performance of schools that are already part of the trust, as well as those that join. Continuous improvement is fostered through a culture of self-evaluation, challenge, support, taken through the following actions:	- Academy Improvement plans align with areas of development and the trust ambitions; quality assured by the CEO. - Appraisals targets are aligned to both staff and trust ambitions and are quality assured externally. - CPD ensures that areas for improvement outlined in 1.1 and 1.2 are well supported. - New employees are given a robust induction and support to ensure they can carry out trust and self-development ambitions. - Rapid action planning is used to support schools and individuals where standards fall short of expectations.			

Priority 3: Developing our workforce – *(the trust creates a high preforming working culture for all staff that promotes collaboration, aspiration and support. RT uses the flexibility of the trust structure to create opportunities for staff. RT recognises the critical value of high-quality teaching and champions the profession).*

AFD	Area for Development	KPIs		Actions	Evaluation RAG		
					Term 1	Term 2	Term 3
3.1	Workload: We will manage staff workload through carefully monitoring working hours, productivity, and access to impactful well-being support.	A supportive working environment is fostered by managing workload, prioritising wellbeing and taking action to support all staff.		- 0.25 Timetable will be adhered to daily to ensure that all staff have their correct allocation and entitlement - Wellbeing and support will be accessed through; Termly 1-1's, open door policy, productivity monitoring and support - Where productivity falls short, impact support will be put in place and monitored leading to improved outcomes			
3.2 &	Retention & CPD: We support the development of talent through participation in external and internal opportunities. We will use our appraisal system to support staff to hone their skills and knowledge.	Staff retention is good within the school, and this is mapped to individual development and succession planning.		- Identify opportunities for participation in external and internal opportunities through support, well-being and appraisal mechanisms			
3.5	We will ensure all staff have access to effective CPD and specialists retained to work alongside us.	Staff are supported to build their expertise through evidence-based professional development and mentoring.		- The cycle of CPD is in place is informed by and evidenced through the QA cycle finding (1.2, 2.1). This is mapped in school and individual needs.			
3.8	Equality, Diversion, Inclusion: We will ensure all our operating policies and procedures are checked against tangible EDI standards. We will invite external scrutiny of our work to ensure EDI remains a priority.	Inclusive working environments, support flexible work and promote equality and diversity through adhering to policies, procedures and the EDI standards.		- Schedule Greenfields curriculum Review - Set a robust quality assurance cycle of book reviews, learning walks and observations to ascertain the impact the curriculum sequence and teaching has on learning - Internal scrutiny of pupil progress through assessment trackers and pupil review through Teaching and Learning Meetings - Analysis of interventions used through the regular scrutiny of the SEND tracker - CPD and teaching and learning is informed by the QA cycle findings			

2. Monitoring and Evaluation of the Action Plan

In order to ensure rapid progress towards these outcomes, the actions and KPIs will be monitored in the following way:

a. Academy based monitoring, including Trust Board
The school-based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority. The lead will RAG the completion of the actions as follows:

- *RED: the action is not yet started and/or there is a high risk of slippage or non-completion.*
- *AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.*
- *GREEN: the action is fully complete as specified*

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will RAG rate each area for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

b. Trust based monitoring
The CEO will receive a progress report on the action plans through Trust leaders. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy-based leads will present the evidence of impact to the Head Teacher for scrutiny by Trust Leaders and Trust Board. The success measures will be RAG rated by the Trust Board based on scrutiny of the evidence and data presented to the CEO and Trust Leaders.